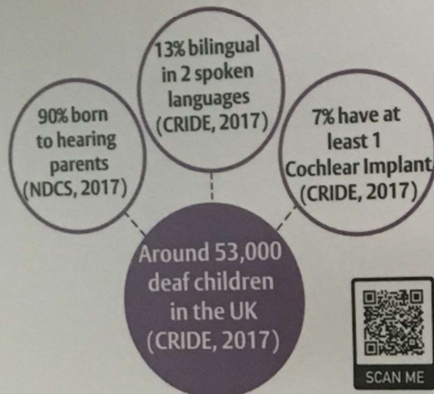


# EAL in Deaf Children Professional Guidance to Parents

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## Aims

- To investigate the beliefs of professionals on the ability of a deaf child with a bilateral severe-to-profound sensorineural hearing loss (SNHL) and cochlear implants (CIs) to acquire two spoken languages.
- To investigate what advice professionals give to parents who have a deaf child with a bilateral severe-to-profound SNHL and CIs on raising their child with two spoken languages.

## Methods

Participants included 108 professionals who currently work with deaf children in the UK:

- 47 Speech and Language Therapists (SLTs)
- 11 Audiologists
- 46 Qualified Teachers of the Deaf (QToDs)
- 4 Teachers of the Deaf (ToDs)

Online questionnaire accessed via [onlinesurveys.ac.uk](http://onlinesurveys.ac.uk) and advertised through email to professionals working in education, healthcare, charity and independent organisations supporting deaf children in the UK.

## References

Committee for Research into Deaf Education (CRIDE) (2017). 2017 UK-wide summary: CRIDE report on 2017 survey on educational provision for deaf children. Retrieved from: <https://www.ndcs.org.uk/media/4151/inside-2017-uk-report>

National Deaf Children's Society (NDCS) (2017). About the NDCS. Retrieved from: [http://www.ndcs.org.uk/about\\_us/about\\_the\\_national\\_deaf\\_childrens\\_society/](http://www.ndcs.org.uk/about_us/about_the_national_deaf_childrens_society/)

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## Key Findings

- Nearly all participants stated it was completely or mostly true that a deaf child can acquire two spoken languages (83% of SLTs stated it was completely true).
- SLTs twice as likely as audiologists, QToDs and ToDs to state it is completely true that deaf children with additional speech and language difficulties can acquire two spoken languages.
- Audiologists 11 times more likely than SLTs to report that exposure to two spoken languages can lead to linguistic confusion in deaf children
- QToDs/ToDs 13 times more likely than SLTs to report that audiological factors affect the likelihood of oral bilingualism in deaf children.
- Almost 100% of participants stated exposure to 2 spoken languages results in: maintenance of the heritage language and access to culture; improved family relationships and dynamics and better identity/sense of self.
- The majority of participants reported that they would advise parents to speak their heritage language, regardless of whether the parent spoke English proficiently.

## Key Themes Identified

QToD: "I advise ... the home language in which they are most fluent and have the richest vocabulary..."

SLT: "Parents ... are worried ... using their home language may make it more difficult for their child to learn English and will confuse them. I have advised them that research evidence does not support this notion."

Importance of rich language models

Sharing the research evidence with parents

QToD: "Only promoting English isolates the child from their family and culture."

Heritage language facilitates access to wider family and culture